

School Performance Plan1

School Name

Monaco, Mario C & JoAnne MS

Address (City, State, Zip Code, Telephone):

1870 N Lamont St

Las Vegas, NV 89115-6700, (702) 799-3670

Superintendent/Assistant Chief:

Pat Skorowsky / Celese Rayford

For Implementation During The Following Years:

2015-2016

The Following MUST Be Completed:

Title I Status:

Served

Designation:

Priority School

Grade Level Served:

Middle School

Classification:

2 Star

NCCAT-S:

Not Required

***1 and 2 Star Schools Only:**

Please ensure that the following documents will be available upon request



Use of Core Instructional Materials



Scheduling



Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Rosario Orozco	Parent	Saira Garcia	Parent
Lisa Medina	Principal	Stephen Wood	Assistant Principal
Amy Kelsey	Dean	Hilary Markson	Dean
Kathleen Pena	Learning Strategist	Alan Peterson	Technology Strategist
Kristen Maestas	Teacher	Scott Chandler	Teacher
Stacy Montero	Teacher	Debbie Goad	Teacher

Velia Juarez	Support Staff		
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COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Interim Assessments	NA	NA
NA	NA	NA
NA	NA	NA
Other: School Growth Summary	Other: Community Meetings	Other: UNLV Community Survey (Joseph Morgan's Office)
Other: Stakeholder Meetings	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

For the 2014/2015 school year, Monaco Middle School showed highly significant increases in ELA and Math proficiency based on the Discovery Education Interim Assessment:

-Monaco's 8th grade math data shows the total number of students in the meets and exceeds categories for math proficiency increasing from 33 students on Assessment A to 80 students on Assessment C. The 8th grade ELA data shows similar growth with the total number of students in the meets and exceeds categories increasing from 74 students on Assessment A to 199 students on Assessment C.

-Monaco's 7th grade math data shows the total number of students in the meets and exceeds categories for math proficiency increasing from 50 students on Assessment A to 115 students on Assessment C. The 7th grade ELA data shows similar growth with the total number of students in the meets and exceeds categories increasing from 65 students on Assessment A to 112 students on Assessment C.

-Monaco's 6th grade math data shows the total number of students in the meets and exceeds categories for math proficiency increasing from 58 students on Assessment A to 174 students on Assessment C. The 6th grade ELA data did not show significant growth with the total number of students in the meets and exceeds categories increasing from 104 students on Assessment A to 105 students on Assessment C.

According to our last School Growth Summary report, Monaco's 8th grade showed an increase in their reading Median Growth Percentile, from 42% in 2013 to 46% in 2014, and has shown a steady increase in the percent of students Catching Up: 11% in 2012, 14% in 2013, and 22% in 2014. IEP students Catching Up in reading also increased: 2% in 2013 to 4% in 2014.

For our subpopulations in reading: IEP increased their Median Growth Percentile in math, 27% to 33%; FRL increased slightly, 40% to 41%; and ELL remained the same at 35%.

According to our last CRT Ability Report there were significant proficiency gains made in our African American subgroup in reading: 6th - 4.25% increase in proficiency from 2013-2014, 24.32% to 28.57%; 7th - 8.14% increase in proficiency from 2013-2014, 18.18% to 26.32%; 8th - 17.31% increase in proficiency from 2013-2014, 8.33% to 25.64%.

The overall percent of students Catching Up in math increased from 4% in 2013 to 9% in 2014, and ELL showed an increase from 0% to 3%. The percent of our 6th grade students Keeping Up in math increased from 13% to 18%, and 8th grade increased from 27% to 37%.

Based on our Nevada School Performance Framework, the percentage of students proficient in reading decreased from 36% in 2013 to 32% in 2014. Additionally, the percent of students proficient in math decreased slightly from 26% in 2013 to 25% in 2014. These are substantially lower than the district and state proficiency rates of 60% in reading and 48% in math.

Through our HOPE 2 plan implementation for the 2014-2015, three after school enrichment classes were developed to receive students who had been identified by the RTI team and school counselors as needing behavioral intervention. This resulted in the reduction of suspensions by approximately 20 %, a reduction in behavior referrals by approximately 57%, a decrease in expulsions by approximately 26%, and a reduction in the over identification of African American male students receiving discipline.

Through our Victory Plan introduction meeting conducted on August 7th, 2015, it became highly evident that our community is requesting that we continue to select highly engaging teachers for our students; that we provide access to human and social services, serve as a liaison to their individual needs and increase technology so that all students have access in every classroom. Principal Medina shared the results of the UNLV Community Survey to the parents in an effort to confirm the comments being expressed on the evening of August 12th, 2015 at a community meeting. The UNLV staff was impressed by the response rate by the Monaco Middle School parent community and acknowledged our school for the highest response rate in the district. This response rate correlated with the opinions expressed at the parent community meeting.

Mario C. and JoAnne Monaco Middle School Narrative for Victory Plan

READING CENTER: ZOOM Philosophy for LTEL (Reading Room Furnishings, 1 Licensed Teacher, 4 Tutors)

TECHNOLOGY: Blended Learning/Extended Reach Model Technology will be our main focus on moving from the traditional classroom to the modern project based classroom that promoted extended/blended learning. Ideally our goal would be to have a cart in every content classroom.

STAFFING: Licensed Staff-Class Size Reduction, Social Worker, Behavioral Strategist, Testing Coordinator, TESL Endorsed Staff, Bilingual Interpreter Receptionist, Community In-School Representative

SCHOOL CALENDAR: Dual Summer School Academy for June and August

EXTENDED DAY FOR ELA & MATH: Every student that gets either a D or F grade in Math or ELA, is required to stay for an extended hour of instruction daily. Identify all struggling readers & ELL students, and then enroll them for an extended day. Hire additional teachers to teach core subjects & reduce the class size.

MATERIALS: Social Skills Materials for Advisory period with Stephen Covey/Emotional Intelligence

CLIMATE-CULTURE: Improving Parental Engagement through Mariachi Program and Improving School Climate via Staffing of Personnel. Mariachi: Increase in parental engagement through music and culture as evident by 80% parental attendance at all Mariachi Los Gavilanes de Monaco Middle School performances; Fine Arts department ability to attend out of state music conventions as well as bring in clinicians to work with students and teachers for professional development (new copy machine for Fine Arts department, new uniforms for our competition groups, more instruments for our classrooms, instrument lockers for all 3 Mariachi classrooms, Nota Posture chairs which would help students improve playing posture, additional sound equipment, sheet music and method books for students, music technology software).

ON-SITE ALTERNATIVE BEHAVIOR PLACEMENT: place students in on-site classrooms to continue their learning, not disrupting their peers; used as alternative from school removal/being sent back to class/moving to next period with continued disruption/cool-off time.

PROFESSIONAL DEVELOPMENT: NAE-Cultural Sensitivity Training and Social Etiquette

STUDENT INCENTIVES: Create teaching and learning conditions that are motivating for our students and provide them with rewards. Students can win iPads, bikes, gift cards, etc., for their high test scores, grades, growth and improvement. We would also include school-wide or grade-level monthly assemblies to focus on rewarding student achievement.

STAFF INCENTIVES: Retention-Hiring Incentives including, but not limited to include public appreciation with trophy/awards with praise and affirmation; seventh hour day and with extra pay for highly effective teachers.

COMMUNITY ENGAGEMENT: Parenting classes with food for breakfast, lunch or dinner. Bilingual translator and site based trainers to provide parent training; The administration involved family and community in policy implementation, program planning, and assessment through music and culture as evident by 80% parental engagement at all Mariachi Los Gavilanes de Monaco Middle School performances.

ASSESSMENT SYSTEM: CCSD selected for progress monitoring and growth

HOPE 2 Intervention

Focus of Intervention:

Positive Behavioral Interventions and Supports for the 2015-2016 school year. Staff will be trained to reinforce positive and appropriate student behaviors in an effort to reduce discipline referrals to the dean's office. Monaco MS formed a teacher-led discipline committee at the end of the 2014-2015 school year to support the school-wide discipline plan. Prep buy-outs for 6 Special Education teachers to continue the academic day for students placed in the site-based in-house program.

Monitoring Plan:

Our counselors will be monitoring this intervention by conducting pre and post surveys, as well as keeping class attendance and participation records.

Evaluation Plan:

Data will be tracked using Infinite Campus reports. We will focus on the amount of student referrals as well as type and number of event resolutions. We will focus on reducing the overall amount of fights, bullying/harassment referrals and classroom disruption events.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 1:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in reading. Implement a Reading Center to increase ELA student proficiency .

Root Causes:

Teachers did not fully implement the school's remediation plan. Data was analyzed; however, teachers did not use the data to drive their instruction. Therefore, a lack of small group instruction focusing on the remediation of specific skill deficits was encountered. Lack of professional development in delivering the 5 best practices in reading comprehension. Reading teachers need additional professional development in phonics instruction.

Measurable Objective 1:

Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 46.9 to 39.1 by 2016 as measured by state assessments.

Measurable Objective 2:

Increase student proficiency in ELA from 32% to 40% by 2016 as measured by state assessments.

Measurable Objective 3:

Increase the ELL subgroup reading proficiency in ELA from 6% to 14% by 2016 as measured by state assessments.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.5,1.6,2.2,3.7	

Professional Development will be provided to increase staff members' ability to utilize data to identify and address areas of student need and realign instruction in English Language Arts classes. TESL endorsement training for all teachers on site.	Learning Strategists will provide professional development on staff development days, after school, and during PLC's. Funding Source: Title I - \$37,500 for .5 Learning Strategist PAC 1003(a) - \$37,500 for .5 Learning Strategist PAC ELA teachers will meet in PLC's during prep bi-monthly and all day once a quarter. Funding Source: 1003(a) - \$37,500 for bimonthly prep buyouts and quarterly subs Funding Source: District ELL for TESL endorsements.	Agenda and staff sign-in sheet for each professional development session; bi-monthly PLC reports; CCSD Interim Assessment data; classroom observations and feedback through NEPF.	Timeline: August 2015 - June 2016 Positions Responsible: Administration will be doing quarterly reviews using NEPF as the observational tool. Learning Strategists will collect and provide the data to the teachers quarterly. Benchmarks: A 20% increase of teachers using analyzed data to drive instructional decisions will be reflected in observations and submission of PLC collaboration planning sheets.	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.5,1.6,2.2,3.7	
Student-Led Informational Conferences (SLIC) will be held two times during the school year to increase parental involvement and awareness of students' academic/social behavioral progress, growth, and achievement. Parent workshops will be held regularly and focus on topics important to raising middle-school children. A bilingual translator will be at each workshop.	All faculty will participate in SLIC in December 2015 and March 2016 from 5:00-7:00 pm Materials: portfolios, copy paper, toner Funding Source: Title I - \$3,665.10 Materials: copy paper, toner, refreshments, bilingual staff member Funding Source: Victory Funds - \$35,000 (OS II), \$14,000 trainers/food	Parent sign-in sheets will provide parent participation percentages.	Timeline: December 2015 and March 2016 Position Responsible: Monaco Middle School Administration Benchmark: A 10% increase in parent participation will be achieved at each of the two scheduled SLIC nights as evident by sign-in sheet tallies.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators: 1.6,3.2
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Teachers will provide 3 extended day fundamental reading classes, 2 fundamental reading classes during the school day (Enrichment sections converted to Fundamentals), and 4 sections of tutoring for targeted non-proficient students based on CCSD Interim Assessment data. A 7th period will be added to target Tier II students. Tutoring will target students in Tier II & III in ELA. All teachers will use data to pull for small group instruction to be used for the building of ability groups in Station Rotation, RTI data, and teacher recommendations. 2 additional science teachers will provide class size reduction to enhance the literacy focus needed to excel on the NGSS, which is currently active in 8th grade with grade 7 rolling out next year and grade 6 to follow. 2 additional ELA teachers to reduce class sizes to provide for targeted remediation. A data strategist will provide assistance to teachers with using data for Tier I instruction. A June and August Summer Academy will be implemented for all students.	Teachers for 3 fundamental reading classes Funding Source: Title I - \$30,000 Teachers for 4 tutoring sections Funding Source: ELL - \$4,752 Compass Funding Source: General Budget - \$1500 ELA teachers will meet in PLC's during prep bi-monthly and all day once a quarter. Funding Source: 1003(a) - \$37,500 for bi-monthly prep buyouts and quarterly subs Funding Source: Victory Funds - \$278,000 for additional teachers and strategist; Funding Source: Victory - \$43,000 for extended 7th period extra duty pay ; Funding Source: Victory- \$26,000 for summer academy extra duty pay and \$5,000 for admin stipend; Funding Source: Victory \$22,000 for extra duty pay tutoring	Infinite Campus Class Rosters; AIMSweb MAZE progress monitoring every 2 weeks; Tutoring Sign-in Sheets Learning Strategist collect PLC meeting minutes to be used for small group instruction. Infinite Campus Class Rosters for dual summer school	Timeline: Fundamentals and tutoring- August 2015 - June 2016 Summer School Dual Academy- June 2016, August 2016 Responsible: Monaco Middle School Administration and Learning Strategists will be responsible for collection of PLC minutes. Administration will ensure that the dual summer academy takes place by hiring licensed teachers and providing support and materials. Benchmarks: An increase of 5% will be seen each month on AIMSweb MAZE progress monitoring.	N/A
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Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
Implement a Reading Center for Long Term English Learners. One licensed teacher/project facilitator and 4 paraprofessionals will target struggling readers. Reading Center to be furnished using the LTEL Philosophy.	Licensed Teacher/Project Facilitator Victory \$85,000; 4 paraprofessionals Victory \$53,000; reading room furnishings Victory \$47,000; EL/Inside Books Victory \$46,000	Reading Room sign ins, AIMS web data	Timeline: Aug 2015-June 2016 Position Responsible: School Administration will ensure the Reading Center is being used with fidelity. Benchmarks: An increase of 5% will be seen each month on AIMSweb MAZE progress monitoring.	N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in math.

Root Causes:

Teachers did not use their assessment data to re-align instruction to include pulling small groups for remediation of non-proficient concepts.

Measurable Objective 1:

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 50 to 43.2 by 2016 as measured by state assessments.

Measurable Objective 2:

Increase the ELL subgroup math proficiency from 6% to 14% by 2016 as measured by the state assessments.

Measurable Objective 3:

Increase school wide math proficiency from 25% to 33% by 2016 as measured by the state assessments.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators: 1.5, 1.6, 2.2, 3.7	

Professional Development will be provided to increase staff members' ability to utilize data to identify and address areas of student need and re-align instruction in mathematics classes. TESL endorsement training for all teachers on site.	Learning Strategists will provide professional development on staff development days, after school, and during PLC's. Funding Source: Title I - \$37,500 for .5 Learning Strategist PAC 1003(a) - \$37,500 for .5 Learning Strategist PAC Math teachers will meet in PLC's during prep bi-monthly and all day once a quarter. Funding Source: 1003(a) - \$37,500 for bi-monthly prep buyouts and quarterly subs Funding Source: District ELL for TESL endorsements	Agenda and staff sign-in sheet for each professional development session; bi-monthly PLC reports; CCSD Interim Assessment data; classroom observations and feedback through NEPF.	Timeline: August 2015 - June 2016 Positions Responsible: Administration Administration will be doing quarterly reviews using NEPF as the observational tool. Learning Strategists will provide the data to the teachers quarterly. Benchmarks: A 20% increase of teachers using analyzed data to drive instructional decisions will be reflected in observations and submission of PLC collaboration planning sheets.	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators: 1.9, 3.2	
Student-Led Informational Conferences (SLIC) will be held two times during the school year to increase parental involvement and awareness of students' academic/social behavioral progress, growth, and achievement. Parent workshops will be held regularly and focus on topics important to raising middle-school children. A bilingual translator will be at each workshop.	All faculty will participate in SLIC in December 2015 and March 2016 from 5:00-7:00 pm Materials: portfolios, copy paper, toner Funding Source: Title I - \$3,665.10 Materials: copy paper, toner, refreshments, bilingual staff member Funding Source: Victory Funds - \$35,000 for OSII staff, \$14,000 for trainers/food	Parent sign-in sheets will provide parent participation percentages.	Timeline: December 2015 and March 2016 Position Responsible: Monaco Middle School Administration Benchmark: A 10% increase in parent participation will be achieved at each of the two scheduled SLIC nights as evident by sign-in sheet tallies.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators: 1.6, 3.5
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Teachers will provide 4 extended day fundamental math classes and 2 fundamental math classes (Enrichment sections converted to Fundamentals) during the school day for targeted non-proficient students based on CCSD Interim Assessment data. A 7th period will be added to target Tier II students. Tutoring will target students in Tier II & III in math. All teachers will use data to pull for small group instruction, RTI data, and teacher recommendations. Added 2 additional science teacher to reduce class sizes . A data strategist will provide assistance to teachers with data A June and August Academy will be implemented students to enroll in for summer school. Use of the eValue™ formative assessment system and the supporting professional development will provide support and PLCs in using data to inform instruction. The monthly data provides timely feedback for school leaders, teachers, students, and parents. Professional development services will focus on navigation of the system, making meaning of the data, and using the data to inform and drive instruction.	Teachers for 4 fundamental math classes Funding Source: Title I - \$40,000.00 Compass Funding Source: General Budget - \$1500 Math teachers will meet in PLC's during prep bi-monthly and all day once a quarter. Funding Source:1003(a) - \$37,500 for bi-monthly prep buyouts and quarterly subs Funding Source: Victory Funds - \$278,000 for additional teachers and strategist, Funding Source: Victory - \$43,000 for extended 7th period extra duty pay; Funding Source: Victory- \$26,000 summer school extra duty pay; Funding Source; Victory- \$22,000 extra duty pay tutoring Victory Funds Monthly Progress Monitoring System(eValue) \$34,000; Funding Source: Victory- \$18,000 PD extra duty pay for eValue system	Infinite Campus Class Rosters; AIMSweb M-COMP progress monitoring every 2 weeks Monthly progress monitoring Learning Strategist collect PLC meeting minutes to be used for small group instruction. Infinite Campus Rosters for dual summer school enrollment eValue data pulled by Learning Strategists and provided to teachers for PLC meetings. Benchmark data will be collected through the use of eValue.	Timeline: August 2015 - June 2016 Position Responsible: Monaco Middle School Administration and Learning Strategists will be responsible for collection of PLC minutes and eValue collection of data. School Administration will ensure that licensed teachers are hired and are supported with materials. Benchmarks: An increase of 5% will be seen each month on AIMSweb M-COMP progress monitoring.	N/A
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Comments:

2.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
Technology will be a focus by providing an Epson projector in 65 classrooms. Teachers will pilot blended learning concepts into their lessons with the use iPads and the projector. Each projector will serve as a Smartboard, which promotes active engagement with innovative activities related to all content across the curriculum.	projectors, Installation will occur in the 2015-16 school year. Funding Source: Victory - \$125,000 (projectors) \$100,000 (installation)	Receipts of installation of the projectors. Teachers' lesson plans showing blended learning.	Timeline: Sept 2015- June 2016 Position Responsible: Administration will ensure that the SmartBoards are installed in 65 classrooms. Administration will conduct quarterly reviews using the NEPF as an observational tool.	N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Increase the percentage of school-based personnel trained in cultural competency. School Goal: Decrease the number of student behavior management issues on campus; Increase student achievement, attendance, and opportunities for family involvement through an expansion of our Mariachi program.

Root Causes:

Less than 95% of licensed staff have participated in mandatory cultural competency training. Lack of support between the counselor and the deans office. Lack of professional development for classroom teachers in classroom management strategies, including cultural sensitivity training.

Measurable Objective 1:

By May 2016, 25% of teachers complete NAE Cultural Sensitivity Training/ PD as measured by sign in sheets.

Measurable Objective 2:

By May 2016, reduce the number of dean referrals by 50% to the Deans office as measured by Infinite Campus and data obtained through the implementation of an ON-SITE ALTERNATIVE BEHAVIOR PLACEMENT program: place students in on-site classrooms to continue their learning, not disrupting their peers; used as alternative from school removal/being sent back to class/moving to next period with continued disruption/cool-off time.

Measurable Objective 3:

Students enrolled in the Mariachi program will maintain at or above 94% attendance and GPAs as measured by attendance records and student achievement data.

Measurable Objective 4:

By May 2016, family engagement will maintain at or above 80% through the expansion of the Mariachi program as evidenced by sign ins.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

Teachers will be trained in climate/culture topics. We will continue to implement the goals of ORWS (Operation Respect/Welcoming Schools) through NAE-Cultural Sensitivity training to promote our continued efforts as a leadership school for ORWS. Approximately 20 teachers will attend NAE-Cultural Sensitivity in February 2016. Monaco will conduct ELL training to address the long term ELL's in the school.	Teachers will request substitutes to cover their class during the training. Funding Source: Victory \$4,400 (20 days x\$110)	Professional development sign-in sheets, Professional Development agenda. Learning Strategists will be responsible for collective the evidence that this action step occurred.	Timeline: Completion of training by May 2016 Position Responsible: Administration and Learning Strategist will ensure that these professional development training occur. Benchmark: Administration will see a 5% decrease in student RPC, suspensions, etc (?)	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Implement community /school involvement facilitated by a family outreach coordinator (Community In-Schools Representative) who will assist families. Plan and execute engagement meeting to train families on a variety of topics (hygiene, homework, drug awareness). Recruit and coordinate daily family parent volunteers on campus. A bilingual Interpreter will be present at the meetings so there is no language barrier. To maintain a high level of family involvement, with increased student achievement and attendance, we will expand our Mariachi program to include working with clinicians and providing additional materials and resources to our students. The administration will continue to involve family and community in policy implementation, program planning, and assessment through music and culture .	Community In-Schools Representative will be employed the 15-16 school year. Funding Source: Victory \$59,000 Bilingual Interpreter will be employed as a OSII for the 15-16 school year. Funding Source: Victory \$35,000 Mariachi classroom supplies to expand the Mariachi program. Funding Source: Victory Mariachi uniforms \$24,000, instruments \$98,000	Parent training agendas, Parent sign-in sheets, Community In School Representative master schedule , Volunteer Logs Community In-Schools Representative is responsible for collecting the evidence that these actions have occurred. Attendance and GPA of students enrolled in the Mariachi program. Mariachi program dates, receipts of supplies bought	Quarterly for the engagement meetings Community In-Schools Representative and School Administration will be responsible for ensuring these training's take place. Aug 2015- June 2016 for mariachi uniforms, instruments	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
A project facilitator will work with teachers and students to increase knowledge of positive behavior strategies. Advisory teachers will work with students on social skills using the Steven Covey Student Workbooks.	Project Facilitator will be employed for the 2015-16 school year. Funding Source: Victory \$77,000 Steven Covey Student Workbooks for advisory period students to be used in the 2015-16 school year. Funding Source: Victory \$24,000 Admin Substitute for observations and coaching. Funding Source: Victory \$23,000	Number of dean referrals (Infinite Campus), admin observations	Timeline: Aug 2015-May 2016 project facilitator to work with teachers and students. Position Responsible: School Administration will do quarterly reviews using the NEPF observational tool.	N/A

Comments:

3.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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The school will create teaching and learning conditions that are motivating to their students and give them incentives for certain benchmarks and growth throughout the year.	Student incentives (iPads, bikes, gift cards, etc) for the 2015-16 school year. Funding Source: Victory- \$47,000	Student assembly master calendar, Student achievement data from AIMS web MAZE/MCOMP, Learning Strategist will be responsible for collecting the data.	Timeline: Sept 2015-June 2016 Position Responsible: School Administration will ensure that the student assembly master calendar is accurate.	N/A
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Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I	493,566.80	7 fundamental reading and math classes, .5 Learning Strategist PAC, professional development, substitutes for professional development and best practices observations, supplies for Student-Led Informational Conferences, refreshments for parent meetings	Goals 1 and 2
ELL	18,900	Professional Development Book Studies; 4 sections of after school tutoring targeting non-proficient students	Goal 1
General Budget	1,500	Compass ELA and math software	Goals 1 and 2
1003(a)	\$146,713.61	.5 Learning Strategist PAC, bi-monthly prep buyouts and quarterly subs for ELA and math PLC's	Goals 1 and 2
Victory	\$1,622,003.70	8(c): Summer Academy: Administrative Stipend (\$5,000); Extra Pay for Teachers (\$21,000) 8(d): Additional Instruction: Extended day (\$43,000); Extra Duty Pay (\$22,000) - extra instruction for students 8(e): Professional Development: Administrative Substitute (\$23,000); Cultural Sensitivity Training (\$4,000); The Leader in Me book study (\$24,000); eValue (\$34,000); Extra Duty Pay (\$18,000) 8(f): Incentives for hiring/retaining teachers: CSR - 2 science, 2 ELA teachers, Learning Strategist (\$278,000) 8(g): Employment of Paraprofessionals, others: OS II Bilingual (\$35,000); 8(h): Reading Skills Center: Project Facilitator (\$85,000); 4 PPTs (\$53,000); Reading Room & Class Expansion Supplies (\$47,000); EL/Inside Books (\$46,000); 9(a): Social, psychological, or health care services: Project Facilitator (\$65,000); Community in Schools Coordinator (\$59,000); 9(b): Parent engagement: Classes with food (\$14,000); 9(c): Climate/Culture: Mariachi uniforms (\$24,000), instruments (\$98,000); 9(d): Other Evidence-based programs or services: Student Incentives (\$47,000); technology supplies (\$15,000); technology (Epson Smart Projectors) \$125,000; technology (Installation of projectors) \$100,000	Goals 1, 2 and 3
Hope 2	\$35,000	The purpose of this funding is to purchase the prep buy-out of licensed teachers to facilitate the site-based in-house program. The outcome of this funding is to reduce negative/inappropriate student behaviors.	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

The principal has a multi-step interview process wherein she asks teacher candidates to supply three of the most recent long evaluations, evidence of highly qualified status, and references. Softsearch is utilized to ensure a complete review of files before new teachers are recommended for hire. When time allows, the principal will visit the teacher to observe him or her in the classroom at their current school before considering them for transfer or hire. Using Victory Funds, principal aims to retain quality teachers by appropriating \$2,500-\$4,000 per teacher as incentive.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

Monaco is planning a series of two Student-Led Informational Conferences where all parents are invited to come to our school to discuss the academic progress of their children. Students will lead their own conferences by reviewing AIMSWeb data, work samples from all classes, and progress towards goals. Our parents will also be provided with opportunities to attend monthly parent workshops and trainings. A bilingual staff member will participate in regularly scheduled parent workshops and refreshments will be provided. Printed communication and ParentLink messages are provided in both English and Spanish.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

Fifth grade students are invited to Monaco in May and August for middle school orientation. Counselors also travel to feeder schools to register students and discuss middle school programs. Summer Bridge was held for two weeks in August prior to the start of the school year for our incoming 6th graders. Counselors meet with eighth grade students to discuss academic history, required course of study in high school, career planning, magnet/select schools, and the career and technical academies.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Professional development will focus on data analysis so that teachers are able to make informed decisions regarding the remediation and further instruction of their students. All teachers participate weekly in Structured Teacher Planning Time where they focus on aligning instruction to student need based on assessment data, as well as developing assessments aligned to the Nevada Academic Content Standards.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts

Monaco is federally funded by Title I to provide class size reduction, professional development, and parent involvement. The district Title I department meets with our school's Title I liaison three times each year to ensure that we are complying with government requirements. Additionally, Monaco uses part of our ELL funding to provide non-proficient level 1, 2, and 3 students with extended day tutoring opportunities in alignment with our School Performance Plan. To ensure adequate Tier 1 instruction that is aligned to state standards, class size reduction teachers will be funded from Title 1 and 1003a funds, which will provide more opportunity for intense data driven differentiated instruction in our math and ELA classrooms. Additionally, 1003a funds are being requested for bimonthly PLC prep buyouts and quarterly full-day substitutes for ELA and math teachers to allow adequate time for teachers to analyze student data and plan for strategic adjustments in their instructional design.

APPENDIX A - Professional Development Plan

1.1

Professional Development will be provided to increase staff members' ability to utilize data to identify and address areas of student need and realign instruction in English Language Arts classes. TESL endorsement training for all teachers on site.

Goal 1 Additional PD Action Step (Optional)

2.1

Professional Development will be provided to increase staff members' ability to utilize data to identify and address areas of student need and re-align instruction in mathematics classes. TESL endorsement training for all teachers on site.

Goal 2 Additional PD Action Step (Optional)

3.1

Teachers will be trained in climate/culture topics. We will continue to implement the goals of ORWS (Operation Respect/Welcoming Schools) through NAE-Cultural Sensitivity training to promote our continued efforts as a leadership school for ORWS. Approximately 20 teachers will attend NAE-Cultural Sensitivity in February 2016. Monaco will conduct ELL training to address the long term ELL's in the school.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Student-Led Informational Conferences (SLIC) will be held two times during the school year to increase parental involvement and awareness of students' academic/social behavioral progress, growth, and achievement. Parent workshops will be held regularly and focus on topics important to raising middle-school children. A bilingual translator will be at each workshop.

Goal 1 Additional Family Engagement Action Step (Optional)

Increase the student enrollment in Mariachi Los Gavilanes de Monaco Middle School: The administration involved family and community in policy implementation, program planning, and assessment through music and culture as evident by 80% parental engagement at all Mariachi Los Gavilanes de Monaco Middle School performances.

2.2

Student-Led Informational Conferences (SLIC) will be held two times during the school year to increase parental involvement and awareness of students' academic/social behavioral progress, growth, and achievement. Parent workshops will be held regularly and focus on topics important to raising middle-school children. A bilingual translator will be at each workshop.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Implement community /school involvement facilitated by a family outreach coordinator (Community In-Schools Representative) who will assist families. Plan and execute engagement meeting to train families on a variety of topics (hygiene, homework, drug awareness). Recruit and coordinate daily family parent volunteers on campus. A bilingual Interpreter will be present at the meetings so there is no language barrier. To maintain a high level of family involvement, with increased student achievement and attendance, we will expand our Mariachi program to include working with clinicians and providing additional materials and resources to our students. The administration will continue to involve family and community in policy implementation, program planning, and assessment through music and culture .

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in reading. Implement a Reading Center to increase ELA student proficiency .

Measurable Objective(s):

- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 46.9 to 39.1 by 2016 as measured by state assessments.
- Increase student proficiency in ELA from 32% to 40% by 2016 as measured by state assessments.
- Increase the ELL subgroup reading proficiency in ELA from 6% to 14% by 2016 as measured by state assessments.

Status

N/A

Comments:

October Progress Monitoring Meeting- The plan was shared with staff in August and September. The plan was shared with community at Victory Stakeholder meeting.

1.1 Professional Development:
1.2 Family Engagement:
1.3 Curriculum/Instruction/Assessment:
1.4 Other:

	Mid-Year	End-of-Year
1.1	Professional Development will be provided to increase staff members' ability to utilize data to identify and address areas of student need and realign instruction in English Language Arts classes. TESL endorsement training for all teachers on site.	N/A
Progress	10/2015 TESL every Thursday including administration. Evaluate PD for teachers in ELA and Math.	
Barriers	10/2015 More time needed on the evaluate system. Priority schools just received the system so they are a month behind.	
Next Steps	10/2015 More PD for eValue is being scheduled. Students will assess monthly on eValue and teachers will have continued training.	
1.2	Student-Led Informational Conferences (SLIC) will be held two times during the school year to increase parental involvement and awareness of students' academic/social behavioral progress, growth, and achievement. Parent workshops will be held regularly and focus on topics important to raising middle-school children. A bilingual translator will be at each workshop.	N/A
Progress	10/2015 December SLIC and parent workshops are scheduled	

Barriers	10/2015 Currently using a staff member to translate until OSII is hired	
Next Steps	10/2015 Continue as written	
1.3	Teachers will provide 3 extended day fundamental reading classes, 2 fundamental reading classes during the school day (Enrichment sections converted to Fundamentals), and 4 sections of tutoring for targeted non-proficient students based on CCSD Interim Assessment data. A 7th period will be added to target Tier II students. Tutoring will target students in Tier II & III in ELA. All teachers will use data to pull for small group instruction to be used for the building of ability groups in Station Rotation, RTI data, and teacher recommendations. 2 additional science teachers will provide class size reduction to enhance the literacy focus needed to excel on the NGSS, which is currently active in 8th grade with grade 7 rolling out next year and grade 6 to follow. 2 additional ELA teachers to reduce class sizes to provide for targeted remediation. A data strategist will provide assistance to teachers with using data for Tier I instruction. A June and August Summer Academy will be implemented for all students.	N/A
Progress	10/2015 Fundamentals classes started. All 7th period has started in September. Tutoring started in October. Teachers pulled AIMS to build small groups.	
Barriers	10/2015 Hiring of extra strategist has been delayed	
Next Steps	10/2015 PLC's will continue and use eValue to help build groups.	
1.4	Implement a Reading Center for Long Term English Learners. One licensed teacher/project facilitator and 4 paraprofessionals will target struggling readers. Reading Center to be furnished using the LTEL Philosophy.	N/A
Progress	10/2015 No progress so far but environment is ready	
Barriers	10/2015 No licensed teacher. No PPT, but money is set aside	
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in math.

Measurable Objective(s):

- Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 50 to 43.2 by 2016 as measured by state assessments.
- Increase the ELL subgroup math proficiency from 6% to 14% by 2016 as measured by the state assessments.
- Increase school wide math proficiency from 25% to 33% by 2016 as measured by the state assessments.

Status
N/A

Comments:
2.1 Professional Development:
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment:
2.4 Other:

	Mid-Year	End-of-Year
2.1	Professional Development will be provided to increase staff members' ability to utilize data to identify and address areas of student need and re-align instruction in mathematics classes. TESL endorsement training for all teachers on site.	N/A
Progress	10/2015 Same as 1.1	
Barriers		
Next Steps		
2.2	Student-Led Informational Conferences (SLIC) will be held two times during the school year to increase parental involvement and awareness of students' academic/social behavioral progress, growth, and achievement. Parent workshops will be held regularly and focus on topics important to raising middle-school children. A bilingual translator will be at each workshop.	N/A

Progress	10/2015 same as 1.2	
Barriers		
Next Steps		
2.3	Teachers will provide 4 extended day fundamental math classes and 2 fundamental math classes (Enrichment sections converted to Fundamentals) during the school day for targeted non-proficient students based on CCSD Interim Assessment data. A 7th period will be added to target Tier II students. Tutoring will target students in Tier II & III in math. All teachers will use data to pull for small group instruction, RTI data, and teacher recommendations. Added 2 additional science teacher to reduce class sizes . A data strategist will provide assistance to teachers with data A June and August Academy will be implemented students to enroll in for summer school. Use of the eValueate™ formative assessment system and the supporting professional development will provide support and PLCs in using data to inform instruction. The monthly data provides timely feedback for school leaders, teachers, students, and parents. Professional development services will focus on navigation of the system, making meaning of the data, and using the data to inform and drive instruction.	N/A
Progress	10/2015 Fundamental math started in September.	
Barriers		
Next Steps	10/2015 Same as 1.3	
2.4	Technology will be a focus by providing an Epson projector in 65 classrooms. Teachers will pilot blended learning concepts into their lessons with the use iPads and the projector. Each projector will serve as a Smartboard, which promotes active engagement with innovative activities related to all content across the curriculum.	N/A
Progress	10/2015 No progress	
Barriers	10/2015 Victory funding not released as on this monitoring visit	
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Increase the percentage of school-based personnel trained in cultural competency. School Goal: Decrease the number of student behavior management issues on campus; Increase student achievement, attendance, and opportunities for family involvement through an expansion of our Mariachi program.

Measurable Objective(s):

- By May 2016, 25% of teachers complete NAE Cultural Sensitivity Training/ PD as measured by sign in sheets.
- By May 2016, reduce the number of dean referrals by 50% to the Deans office as measured by Infinite Campus and data obtained through the implementation of an ON-SITE ALTERNATIVE BEHAVIOR PLACEMENT program: place students in on-site classrooms to continue their learning, not disrupting their peers; used as alternative from school removal/being sent back to class/moving to next period with continued disruption/cool-off time.
- Students enrolled in the Mariachi program will maintain at or above 94% attendance and GPAs as measured by attendance records and student achievement data.
- By May 2016, family engagement will maintain at or above 80% through the expansion of the Mariachi program as evidenced by sign ins.

Status

N/A

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year	
3.1	Teachers will be trained in climate/culture topics. We will continue to implement the goals of ORWS (Operation Respect/Welcoming Schools) through NAE-Cultural Sensitivity training to promote our continued efforts as a leadership school for ORWS. Approximately 20 teachers will attend NAE-Cultural Sensitivity in February 2016. Monaco will conduct ELL training to address the long term ELL's in the school.		N/A
Progress	10/2015 TESL right now		
Barriers			
Next Steps	10/2015 NAE training set up for February 2016		

3.2	Implement community /school involvement facilitated by a family outreach coordinator (Community In-Schools Representative) who will assist families. Plan and execute engagement meeting to train families on a variety of topics (hygiene, homework, drug awareness). Recruit and coordinate daily family parent volunteers on campus. A bilingual Interpreter will be present at the meetings so there is no language barrier. To maintain a high level of family involvement, with increased student achievement and attendance, we will expand our Mariachi program to include working with clinicians and providing additional materials and resources to our students. The administration will continue to involve family and community in policy implementation, program planning, and assessment through music and culture .	N/A
Progress	10/2015 CIS on campus. Mariachi performed at Channel 5 news in October.	
Barriers	10/2015 OSII not hired yet. Mariachi materials sitting in SAP, waiting for funds to process.	
Next Steps	10/2015 Several performances on deck	
3.3	A project facilitator will work with teachers and students to increase knowledge of positive behavior strategies. Advisory teachers will work with students on social skills using the Steven Covey Student Workbooks.	N/A
Progress	10/2015 Student workbooks are on campus, will be distributed to advisory teachers	
Barriers	10/2015 No project facilitator hired yet. Funding for books to be reimbursed.	
Next Steps		
3.4	The school will create teaching and learning conditions that are motivating to their students and give them incentives for certain benchmarks and growth throughout the year.	N/A
Progress	10/2015 Ms. Medina will be meeting in October with the turnaround zone to discuss teacher incentives. 7th hour is started and ongoing.	
Barriers	10/2015 No funding for incentives	
Next Steps	10/2015 As directed by Assistant Chief on teacher incentives	